

Chapter 3: The Self, Social, and Moral Development



Summary:

Physical development takes place a lot when you are growing up. Preschoolers large muscles grow and improve greatly during their early years between ages 2-5. Then when children get into their elementary school years, their physical development is fairly steady. They get taller and leaner and stronger so that's why sports is something that's encouraged. After their elementary years, they enter their adolescent years entering puberty. This is the part where they mature sexually. While in the middle of all of this there can be early and later maturation. No one grows at the same rate when they are an adolescent, so that's why people start puberty earlier and later than others. When they are going through this phase, it is still good for them to include themselves in physical activities so that they keep everything moving and so that they keep developing physically. Teenagers start to worry about their bodies when they enter these years because it is a focus in the world today about the size and shape of their body. They are starting to develop and image of themselves in these years, so it's good to watch them during these years.

Moving onto the social development, a man named Bronfenbrenner named a model the bioecological model. This is defined as the physical and social contexts in which we develop are ecosystems because they are constantly interacting with and influencing each other. Family structure and parenting styles has a lot to do with one's development. If things aren't going well in those areas, it can very well affect the persons social development. As far as attachment, divorce, peers, crowds, cultures, cliques, friendships, popularity, and so on, all of those factors come in to play as well when it comes to the social development. It can make growing up hard for everyone and they need a lot of support during these times. Teachers, parents, good friends, etc. really help with coping with these growing pains in the social aspect.

Their identity and self-concept of themselves also plays a big role. Their preschool years is when they develop their trust, autonomy, and initiative. They learn how to trust people and all of those things start developing. Their elementary and middle school years is when they develop industry vs inferiority. This is when they start to see the relationship between perseverance and the pleasure of a job completed. The good feeling it gives them to do something and complete something. Then when they reach adolescence, they start to search for their identity and define themselves for who they are and what they want to be.

The moral development is where you develop a sense of right and wrong. There are levels that people go through according to Kohlberg's theory. The first level is preconventional. It is where they obey rules to avoid punishments and right and wrong is determined by personal needs and wants. Then comes the conventional level which is being good means being nice and pleasing others, and also laws and authorities must be obeyed. Lastly comes the postconventional level which is the moral choice determined by socially agreed upon standards and universal principles of human dignity. This plays a lot of the moral development.

Theorists/Theories:

Bronfenbrenner- bioecological model (pg. 76) -> the physical and social contexts in which we develop are ecosystems because they are constantly interacting with and influencing each other. **Diane Baumrind- parenting styles (pg. 78)** -> **four styles** include **authoritative parents** which set clear limits, enforce rules, and expect mature behavior. But they are warm with their children. They listen to concerns, give reasons for rules, and allow more democratic decision making. There is less strict punishment and more guidance. Parents help children think through the consequences of their actions. **Authoritarian parents** seem cold and controlling in their interactions with their children. The children are expected to be mature and to do what the parent says. There is not much talk about emotions. Punishments are strict, but not abusive. The parents love their children, but they are not openly affectionate. **Permissive parents** are warm and nurturing, but they have few rules or consequences for their children and expect little in the way of mature behavior because they're just kids.

Rejecting/Neglecting/Uninvolved parents don't seem to care at all and can't be bothered with controlling, communicating, or teaching their children. **Erik Erikson- psychosocial theory (pg. 87)** -> emphasizes the emergence of the self, the search for identity, the individual's relationships with others, and the role of culture throughout life. He also regarded development as a passage through an interdependent series of stages, each with its particular goals, concerns, accomplishments, and dangers. **Theory of mind (pg. 99)**- an understanding that other people are people too, with their own minds, thoughts, feelings, beliefs, desires, and perceptions. **Kohlberg- moral dilemmas (pg. 100)** -> people must make difficult decisions and give their reasons. He proposed a detailed **sequence of stages of moral reasoning/judgments** about right and wrong. **Preconventional Level: Stage 1** -> obedience orientation- obey rules to avoid punishments and bad consequences. **Stage 2** -> rewards/exchange orientation- right and wrong is determined by personal needs and wants. **Conventional Level: Stage 3** -> being nice/relationships orientation- being good means being nice and pleasing others. **Stage 4** -> law and order orientation- laws and authorities must be obeyed; the social system must be maintained. **Postconventional Level: Stage 5** -> social contract orientation- the moral choice is determined by socially agreed upon standards. **Stage 6** -> universal ethical principles orientation- there are universal principles of human dignity and social justice that individuals should uphold, no matter what the law or other people say. **Carol Gilligan- ethic of care (pg. 101)** -> individuals move from a focus on self-interest to moral reasoning based on commitment to specific individuals and relationships, and then to the highest level of morality based on the principles of responsibility and care for all people.

Key Terms:

Chapter 3 Key Terms

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Implications:

This chapter would be very helpful to teachers in classrooms. The chapter talks about physical and emotional development that children go through and the effects it has on them socially and mentally. So if a teacher has a good understanding of development they will be more likely to understand why their students are behaving a certain way and possibly be able to understand what they are going through. A teacher is more relatable when they are able to understand their students' needs. Another important thing is that teachers being informed about these changes will allow them to notice any sort of problem. If a student is maybe struggling with an eating disorder, the teacher will notice and be able to tell someone, or be a support system for the student.

Many students say that their favorite teachers are the ones who they truly felt like cared about them. That's why it is important that teachers do care about their students. They do this by setting high

academic goals for them and being respectful and patient with their students. It is important that students feel comfortable and supported in their school environment. Another really strong factor in how a student feels at school comes from their racial identity. Students want a teacher that can relate to them and understand them, and sometimes race can be a barrier, teachers have to understand how to overcome this. It is important to acknowledge differences, but also understand that these differences do not change how everyone feels about each other.